

*SCHOOL SUCCESS PARTNERSHIP PROGRAM
SHINES BRIGHT IN 2020-21*



NEMCSA
School
Success
Partnership

State of Michigan Report 2020-21



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Why we do what we do!



"The day I found out I was pregnant with my little girl at fourteen years old was the day I thought my life was over. In reality it was just beginning. My goals are little, but they take a lot for me. I am going to graduate while raising my daughter and working part time. I am going to be attending the fall for Criminal Justice and going after being a corrections officer. I would not have made it this far if it wasn't for the School Success Program. She pushed me from 8th grade all the way to 12th grade and never gave up on me once or closed the door on me and I can't thank her enough for that." - School Success student

Background and Purpose

SSP Partnership Program Overview

The Northeast Michigan Community Service Agency Inc.'s School Success Partnership Program (SSP) serves school-aged children and youth from Pre-Kindergarten through 12th grade including alternative education students who are at-risk for academic failure. Students served by SSP are referred to the program due to academic need, poor attendance, aggressive behavior, crisis situations, withdrawn behavior, or being untended. SSP liaisons provide ongoing assistance to students, parents, and teachers by managing students' problem areas with specific short- and long-term goals. Students with additional needs are provided supplementary referrals to community resources, such as educational services, community mental health clinics, shelters, private practitioners, the Department of Health and Human Service, and Child and Family Services.

SSP began over 30 years ago in response to community awareness that school failure was a complex, multi-faceted issue linked to chronic poverty, unemployment, juvenile delinquency, domestic violence, teen pregnancy, child abuse and neglect, and a lack of parent education. Students served by SSP experience a variety of issues and conditions that affect school performance and create barriers to academic success including family issues (e.g., divorce, unemployment, death, etc.), attendance issues, behavioral issues, transitional issues, and unmet mental health and/or medical needs. The program collaboratively works with students and their families, school administrators, teachers and staff, and community agencies to address presenting issues and meet students' needs. As a result of participating in SSP, students are expected to have increased school attendance; improved academic performance; an increase in parental involvement with their child's education; and family barriers identified and removed for student success.

Over the years, SSP has become an integral resource for students, families, and schools in Northeast Michigan and SSP program administrators sought to extend their reach, with the goal of providing services to help more students in Northeast Michigan. Given the commitment to students and families and the positive impact SSP has had in Northeast Michigan, the State of Michigan began allocating funds for the 2014-15 school year and continues its commitment to this effective program., with the exception of the 2019-2020 school year, when the funding from the state was vetoed. See chart below for the impact of state funding.

History of funding from the State of Michigan

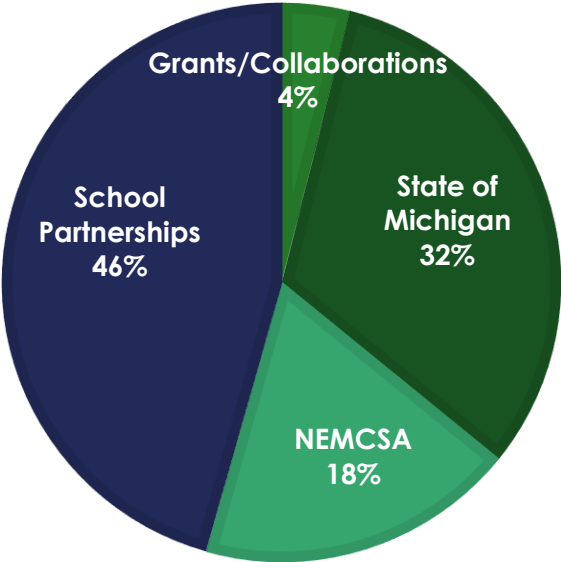
	Building a Strong Foundation	Growing	Surviving	Rebuilding
School Years	1991-2014	2014-2019	2019-2020	2020-21
Funding from the State of Michigan	\$0	\$300,000- \$525,000	\$0 \$525,000-VETOED	\$525,000
Counties with School Success Services	Alpena Cheboygan Montmorency Otsego	Expanded to 7 additional counties: Alcona Crawford Iosco Oscoda Ogemaw Presque Isle Roscommon Continued serving: Alpena Cheboygan Montmorency Otsego	5 counties lost full or partial service: Alpena Alcona Montmorency Iosco Oscoda 10 SSP sites were closed	Restored services to 4 SSP sites Operating in 9 counties Alcona Alpena Cheboygan Iosco Montmorency Ogemaw Otsego Presque Isle Roscommon

When the state funding was vetoed for the 2019-2020 school year, NEMCSA and schools used all available resources to keep as many sites open for as long as possible. Several sites closed mid-year, several sites reduced work hours for their liaison, and all schools ended 2 weeks earlier than planned.

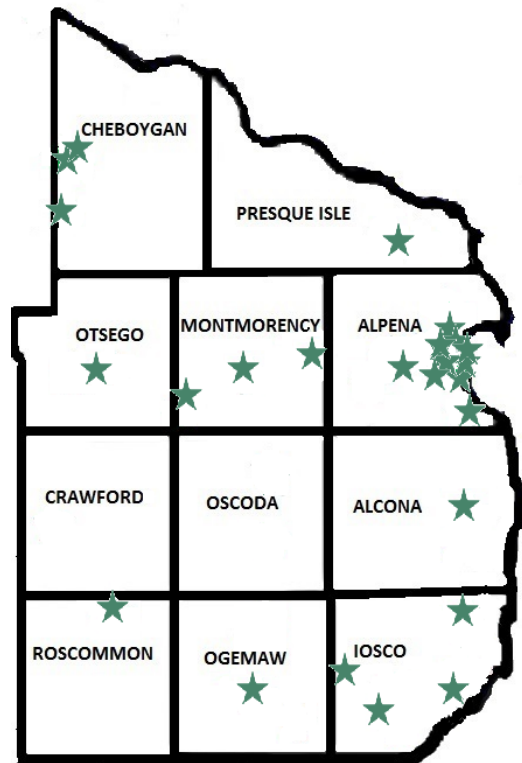
When funding was restored for the 2020-21 school year, SSP began to slowly rebuild the program, restoring services to 4 SSP sites and is continuing to build as the school year is ending and looking forward to 2021-22, coming back stronger than ever!

The \$525,000 from the state represents approximately 32% of the entire SSP \$1.6 million operating budget.

■ Grants/Collaborations ■ State of Michigan ■ NEMCSA ■ School Partnerships



2020-21 SSP Partnership Program Locations



County	Number of SSP Sites	Full liaison time staff	Part-time liaison staff
Alpena	12	9	3
Alcona	1	1	
Cheboygan	3	3	
Iosco	4	4	
Montmorency	3	1	
Ogemaw	1	1	
Otsego	1	2	
Presque Isle	1	1	
Roscommon	1	1	
TOTAL	27	23	3

For the current 2020-21 school year, SSP has 23 full-time SSP liaisons with one as a working supervisor, one part-time (29 hours a week) SSP serving the adult education program and 2 part-time SSP liaisons that provide extra support to the Alpena schools. In addition, SSP has one program director, one area manager and one data/budget coordinator.

Report Purpose

The purpose of this report is to assess the current SSP Partnership Program during the 2020-2021 Academic Year. The State of Michigan allocated \$525,000, 32% of the SSP Program's \$1.6 million annual budget, to support existing programming. This report presents results based on SSP Program data from September 2020 through June 2021.

This nine-month report intends to:

- (1) Document the support of schools, students and families of the program
- (2) Assess the impact of the SSP Partnership Program on four key performance objectives identified by the state in all K-12 and all Alternative Education program sites.

The performance objectives to be measured and reported include:

1. Increasing school attendance and decreasing chronic absenteeism;
2. Increasing academic performance based on grades with emphasis on math and reading;
3. Identifying barriers to attendance and success and connecting families with resources to reduce these barriers; and
4. Increasing parent involvement in child's school and community.

Methodology

Data Collection

Data collection for the progress and outcomes of this report were compiled and analyzed through a web-based database called Formstack.

The outcomes reported used SSP Liaison data collected between September 2020 through June 2021 including monthly data reports, initial intake and exit reports, end of the year summary reports and attendance letters. SSP Liaisons completed monthly forms for every formal caseload student served from the date they entered the program to the time they exited the program.

Data Analysis

Monthly comparisons will indicate improvements in Performance Objectives through a web-based submissions process called Formstack.

COVID Response

Amid the pandemic the School Success Partnership Program has seen a surge in the need for immediate support services for students and families affected by the pandemic. The School Success Program was able to provide immediate and crucial services to kids and families in crisis. The School Success Program Staff were able to quickly identify and effectively address family's critical needs such as food insecurities, potential increased of homelessness, personal hygiene insecurities and families very basic needs keeping them on track and motivated. The SSP staff continued to perform necessary "sidewalk" home visits for continued support of both the student and families. SSP also navigated through the family's dire needs and made critical referrals to community resources to survive keeping difficult situations from becoming crisis situations. While many support programs for families came to a screeching halt the School Success Partnership Program continued supporting families with anything and everything to help families survive.

When schools were up and running remotely the School Success Liaisons were instrumental in continuing meeting with kids and families virtually and delivering homework. The SSP also continued following up with truancy issues during virtual and remote learning ensuring kids did not fall off the grid.

198 Students identified that needed SSP support directly related to COVID. These students were referred by a teacher and were students who prior to the Coronavirus shut downs would be categorized as well-adjusted, average to above average students but because of the lockdown and closure of schools are now exhibiting academic or emotional challenges.

1,113 Families that SSP connected with due to COVID school closures or COVID concerns.

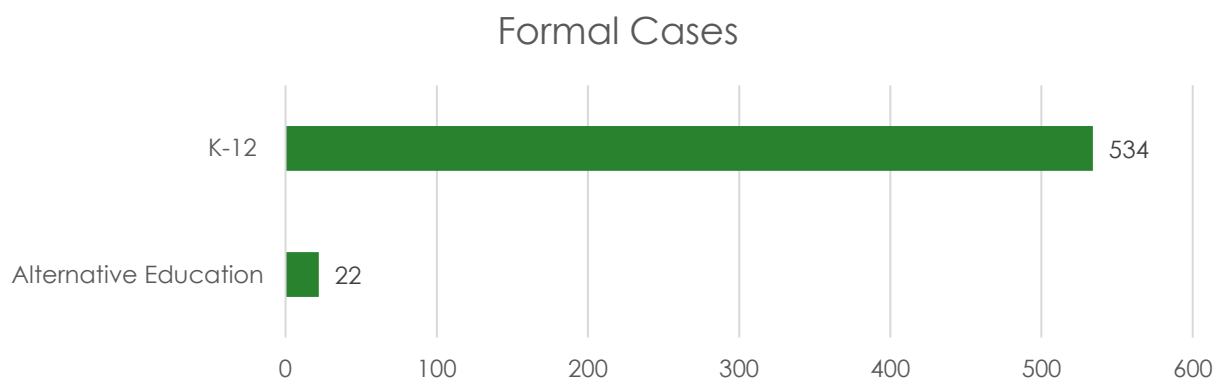
School Success Formal Student Characteristics

556 students formally enrolled in SSP

534 formal students in K-12 SSP

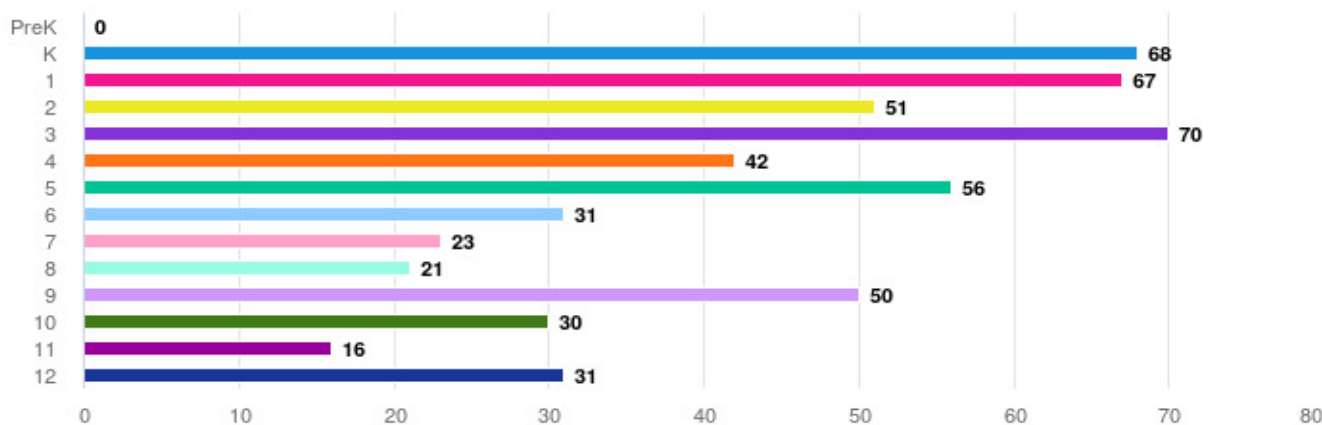
22 formal students in the Alternative Education SSP

96% of the SSP students served were enrolled in a K-12 SSP Program



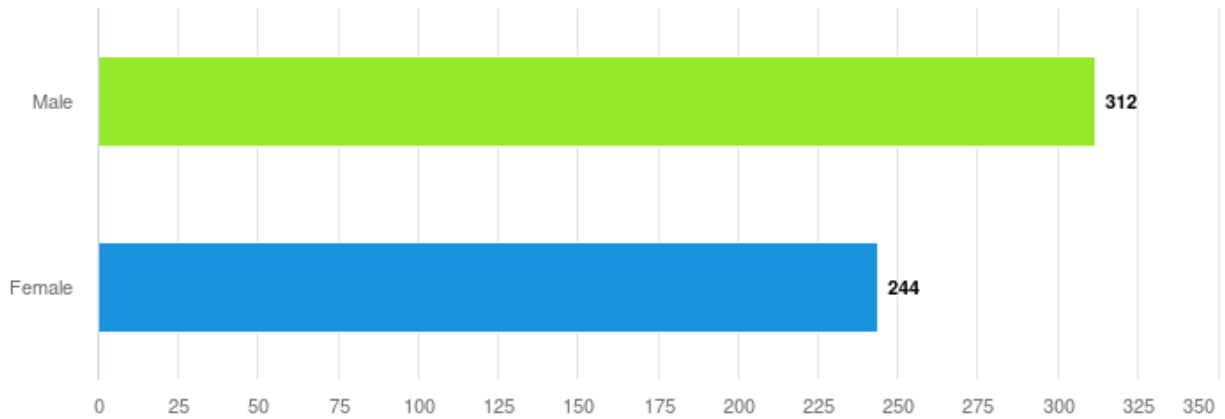
64% of the SSP students served were in elementary school (grades PK-5), 13% were in middle school (grades 6-8), and 23% were in high school (grades 9-12)

Grade



56% of the SSP students served were male.

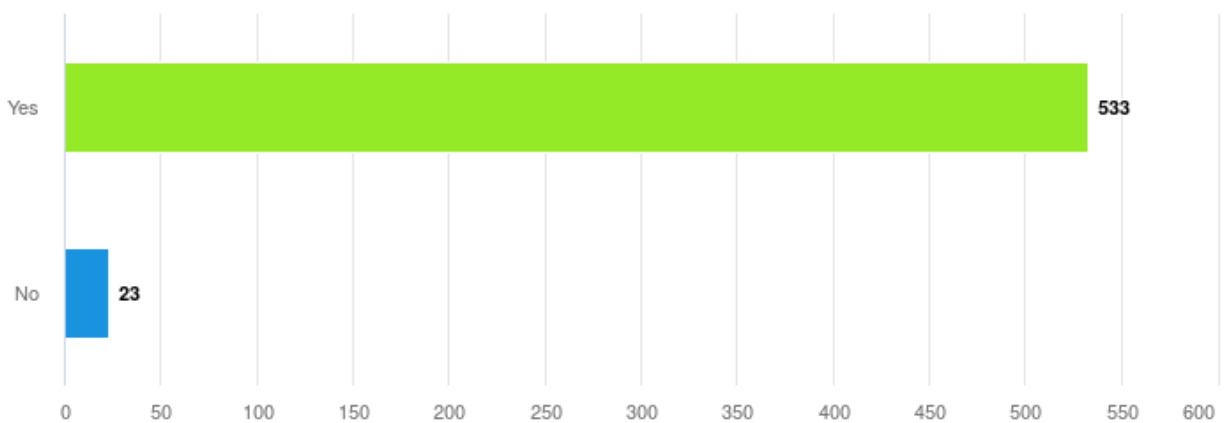
Gender



Free and Reduced Lunch

96% of the SSP students qualified for Free and/or Reduced Lunch. (See chart below)

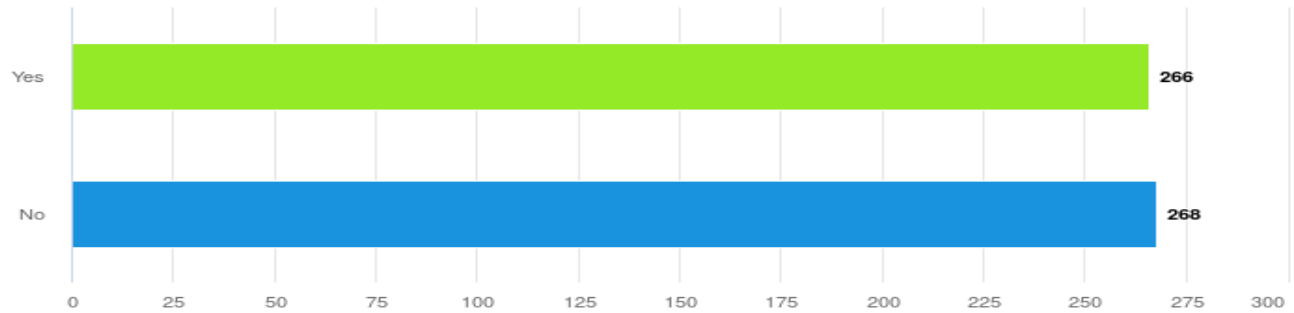
Free/Reduced Lunch



Head Start

Approximately **48%** of the SSP students attended Head Start*

Attended Head Start

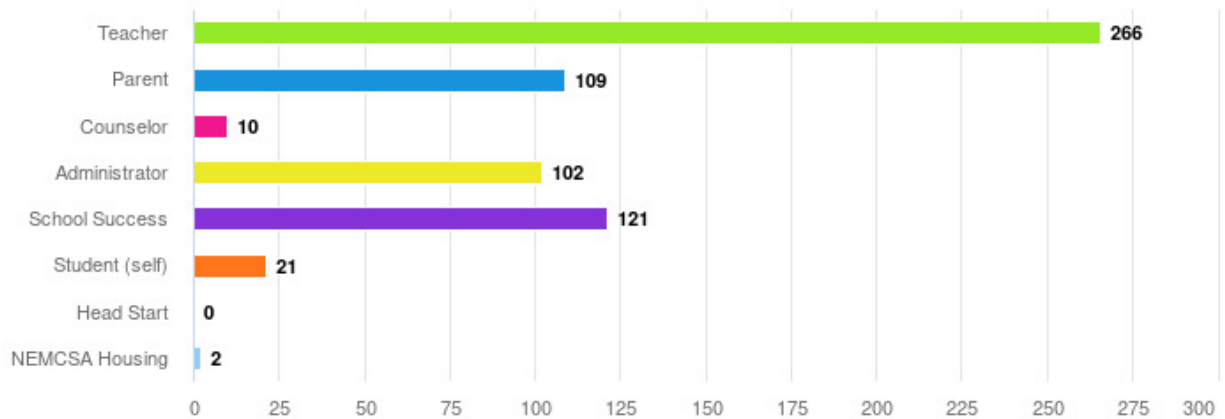


*Not all students/parents knew if they participated in Head Start, so some of the responses were left blank

Referral Source

Teachers made up most of the referrals, followed by school success liaisons and parents. A student can have more than one referral source.

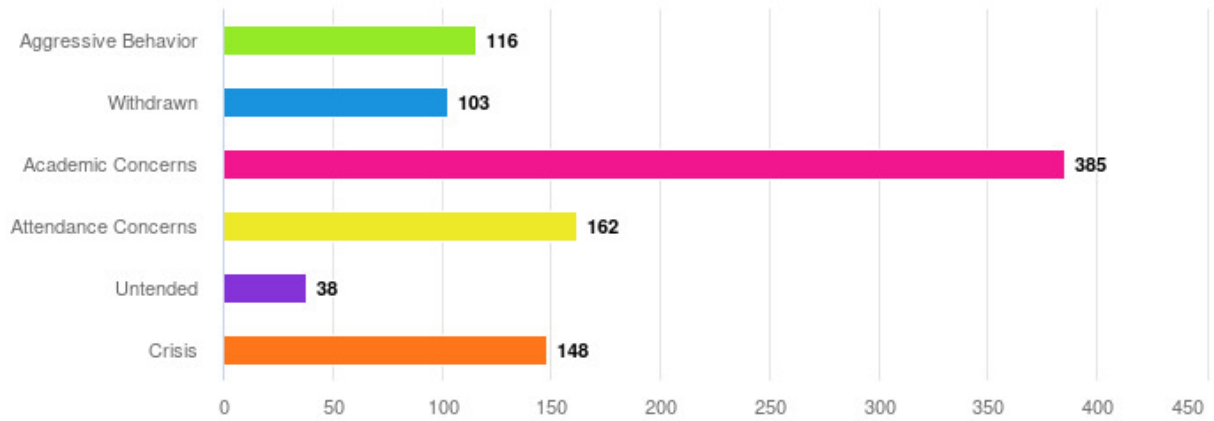
Referral Source



Referral Reason

Many of the students referred to SSP were for academic concerns. Attendance and Crisis were the next two most common. A student can be referred for more than one reason.

Referral reason



SSP

Performance

Objective Results

The performance objectives to be measured in this section include:

1. Increasing school attendance and decreasing chronic absenteeism
2. Increasing academic performance based on grades with emphasis on math and reading
3. Identifying barriers to attendance and success and connecting families with resources to reduce these barriers
4. Increasing parent involvement in child's school and community

Increasing school attendance and decreasing chronic absenteeism

96.5% reduction in chronic absenteeism in students who received SSP intervention

From the University of Michigan Poverty Solutions November 2020 Newsletter: "Chronically absent students are less likely to meet grade level proficiency standards and are more likely to drop out of school than their peers, with impacts seen as early as preschool. These effects can be lasting. Among third grade students, those who were not chronically absent in kindergarten and first grade were three-and-a-half times more likely to read on grade level than their peers who were chronically absent both years (64% vs. 17% respectively)".

Chronically absent is defined as missing 10% or more of the school year. For Michigan that would be an equivalent of 18 days by the end of the school year.

SSP believes that consistent school attendance is the single most important factor in making sure a child receives the best education possible. Since its inception, SSP has worked with school systems, law enforcement agencies, court systems and other agencies to address student attendance. As a result of this belief and community collaboration, SSP has developed and implemented a process to address this concern.

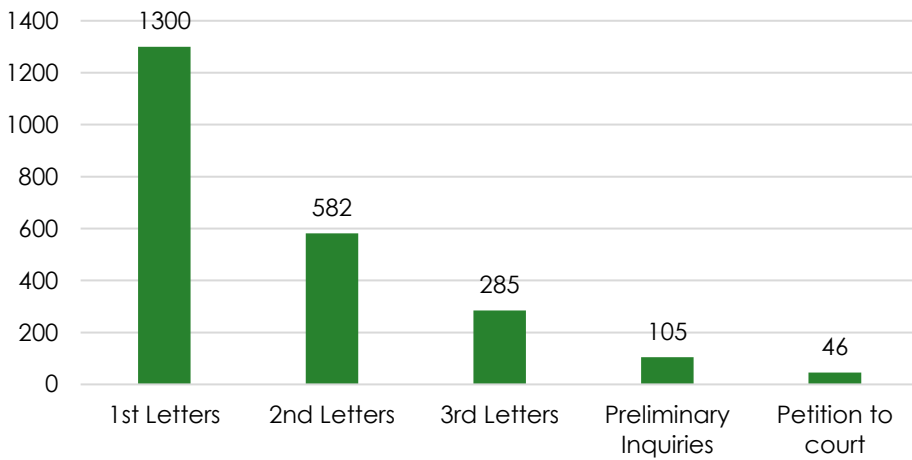
SSP liaisons act as truancy officers in their respective buildings and if a student has **eight (8) absences** the parent is notified by the liaison through a letter or documented phone call. Should the student continue to miss and have **12 absences**, the parent is again notified by mail and the liaison continues to work informally with the parent to address the truancy and remove any barriers that may exist. Should the student reach **15 absences**, a face-to-face meeting is held with the parent, student, the building principal and the assigned law enforcement liaison. At this meeting, a formal action plan is developed, signed and a release of information is also signed by the parent so law enforcement or any other professionals involved may provide information. If the plan is not followed, local family court personnel will conduct a Preliminary Inquiry to attempt to gain compliance. If necessary, formal court action through a petition and formal court proceedings may be requested if truancy continues. (See appendix for copies of attendance letters, checklist, and action plan)

In response to absenteeism during the COVID-19 Pandemic, School Success Liaisons worked closely with their partner school districts to modify and develop attendance plans for two specific reasons during the 2020-2021 school year. First, to work with students and families who had increased absenteeism due to COVID-19 related reasons. Second, to develop attendance letters and action planning specifically for working with students who had transitioned to online education services during this school year.

When students and families faced illness or quarantines, School Success Liaisons worked to provide supportive virtual resources by participating in classroom virtual lessons, video meetings with students, parents, and school staff and sharing recorded social emotional lessons and activities to help ensure that students who were not in school could remain as active as possible in school activities. School Success Liaisons also provided support for families who do not have internet access in the most rural corners of our service area by also delivering academic packets, technology devices and food to families who were unable to leave their homes.

The transition of many students to online education services during this year posed a new challenge in regards to absenteeism and truancy with many students struggling to keep up with the expected completion standards of online courses. When School Success Liaison staff were notified by district staff of students behind expectation in their online courses and/or not responsive to attempted communication from their online mentor and building administrator, School Success Liaisons would make contact with the family and discuss educational options for them. From this point, School Success Liaisons would discuss if online education services were the most appropriate service for the family and if it was not the student returned to traditional classroom learning. If the family chose to continue with online education services, the School Success Liaison would discuss a plan with the family to catch up and maintain progress towards completing the coursework. Ultimately if appropriate progress in online course work was not seen, the School Success Liaison would refer the family to the local court system for support in a preliminary inquiry or petition of educational neglect or truancy.

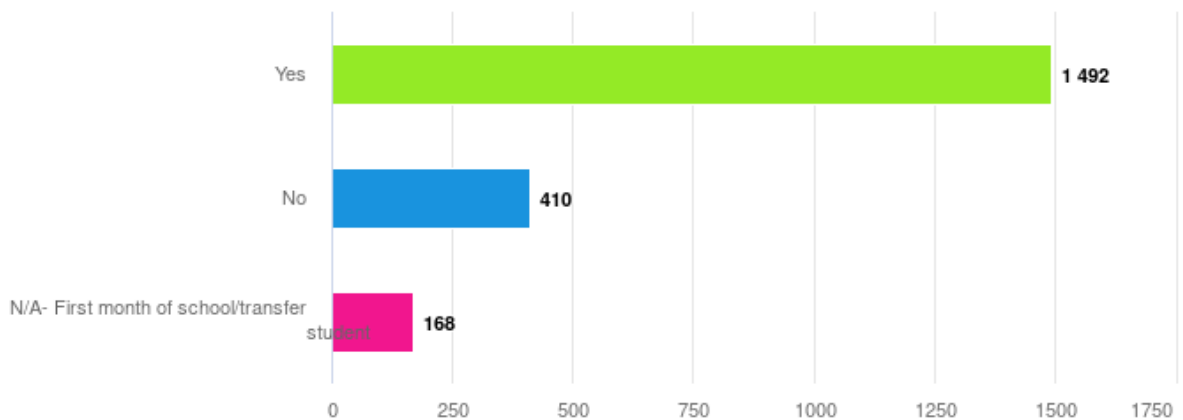
Truancy Reduction



Stayed in Class more

Based on monthly reports, attendance reports, and meetings with teachers, **78%** of students stayed in class more.

Stayed in Class more:



2) Increasing academic performance based on grades with emphasis on math and reading

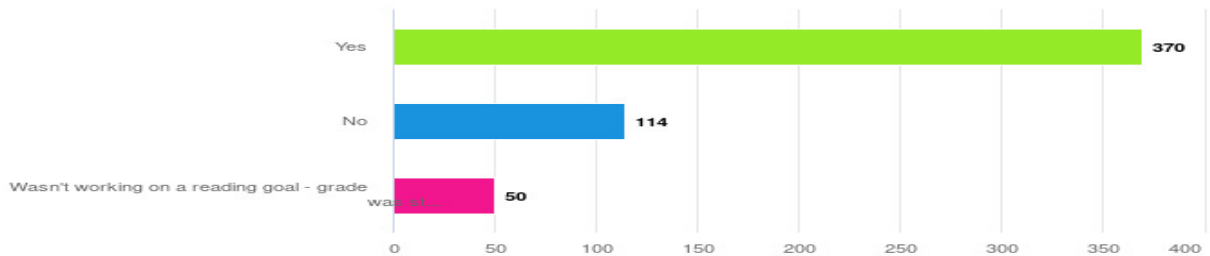
SSP liaisons acquire the math and reading grades monthly on every formal student. Grades are recorded from the student's teachers and the school database grading system. SSP liaisons work with students who were referred for academic support and then identify and address the barriers to low academic performance.

The following charts show the student's academic growth from their baseline grades from the time they enter the SSP program until the time they are closed.

Reading Level/Grade

76.4% of the SSP students improved in reading per their action plan goals.

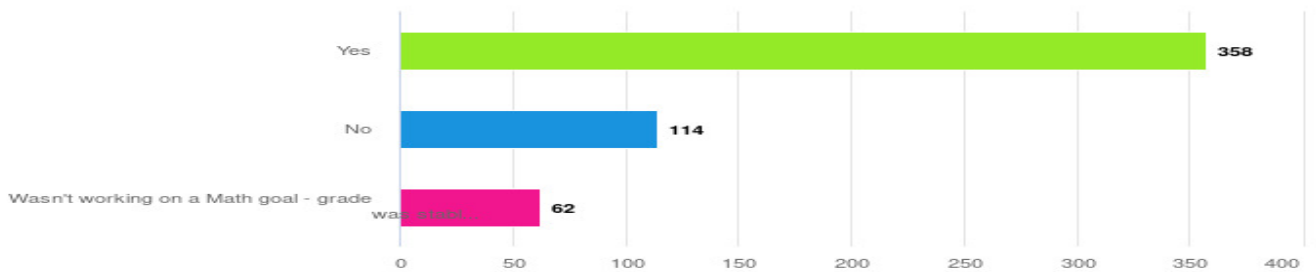
Reading Grade/Level Improved



Math Level/Grade

76% of the SSP students improved in math per their action plan goals.

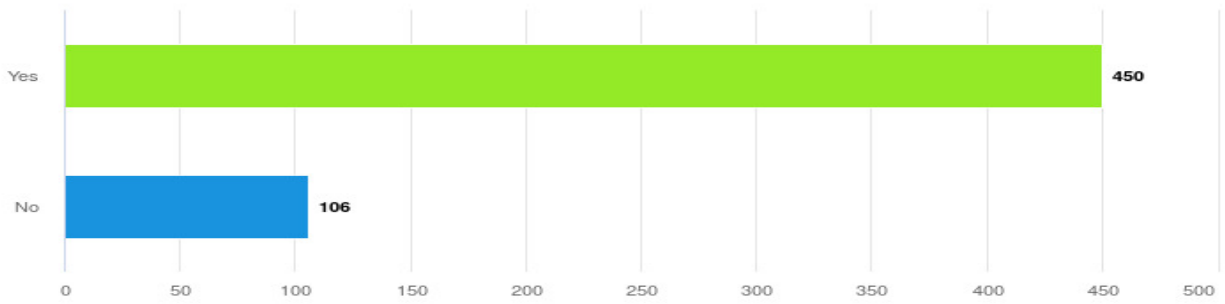
Math Grade/Level Improved



Overall Academics

81% of the SSP students showed an overall academic improvement.

Overall Academics Improved



3) Identifying barriers to attendance and success and connecting families with resources to reduce these barriers

Each month, SSP liaisons document barriers to academic success experienced by the students they serve.

Once SSP liaisons identify barriers to a students' academic achievement, they utilize a team approach to resolve barriers and increase the students' ability to succeed in school. This team includes, and is not limited to; school personnel, the student, parent(s) and other community resources. The most common approach to resolving barriers involves creating a plan or system with the student and/or parent or guardian. The plans often consist of strategies that students and parents can employ to overcome barriers.

Meeting and talking with students also emerged as an important strategy for overcoming barriers to academic achievement. These meetings provide an opportunity for students to share feelings or discuss issues they are having, as well as provide a venue for SSP liaisons to offer important guidance and information. Additionally, SSP liaisons described educating students and parents, by sharing information and building skills, as a way to overcome barriers. This information and associated skills are often used to support the plans collaboratively developed to assist students and families. Finally, SSP liaisons provide referrals to help students and families resolve identified barriers that are beyond the scope of SSP.

1,781 Contacts with community agencies

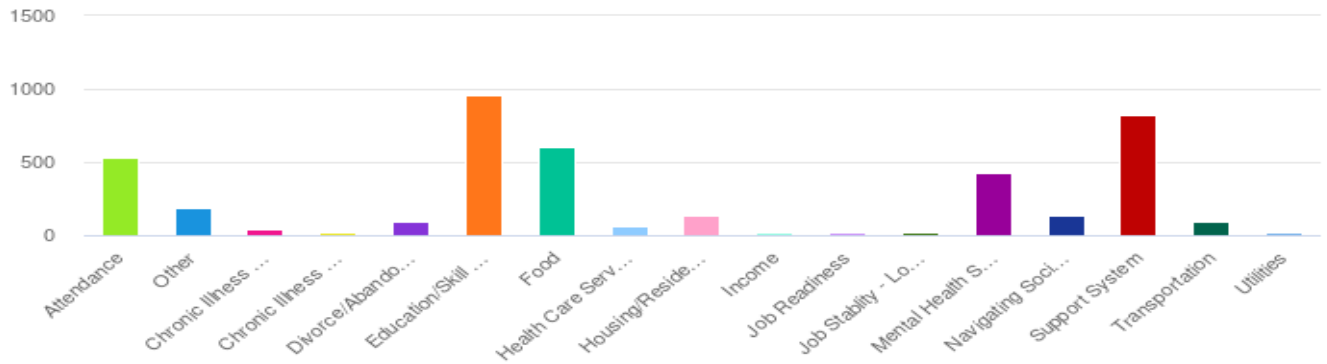
4,157 Barriers identified and alleviated with collaboration with the family

Barriers Addressed

Top 3

- 1) Education and Skill Development (961)
- 2) Family Support Systems (826)
- 3) Food Insecurity (606)

Type of Barrier Addressed

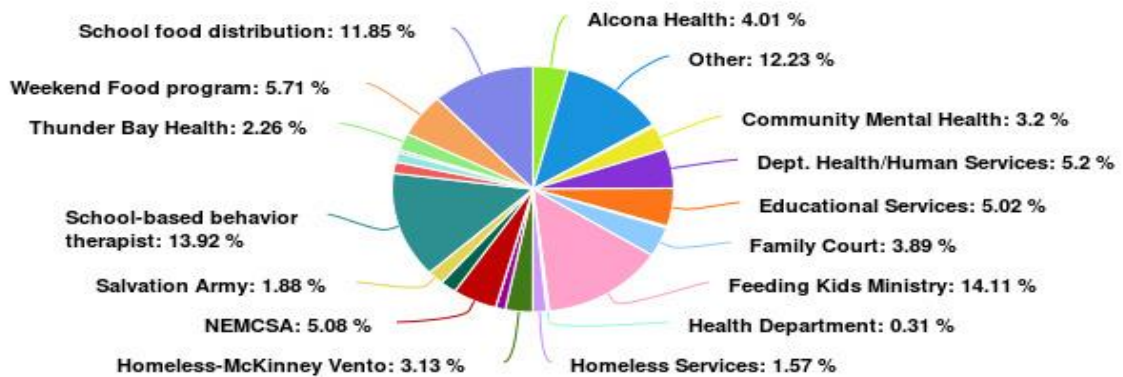


Referrals to Agencies

Top 3 *besides other

- 1) Feeding Kids Ministry (225)
- 2) School Based Therapist (222)
- 3) School food distribution (189)

Which Agencies did you refer this family to:



*Because we serve families in 9 counties, the “Other” category includes services specific to the counties we serve.

4) Increasing parent involvement in child's school and community.

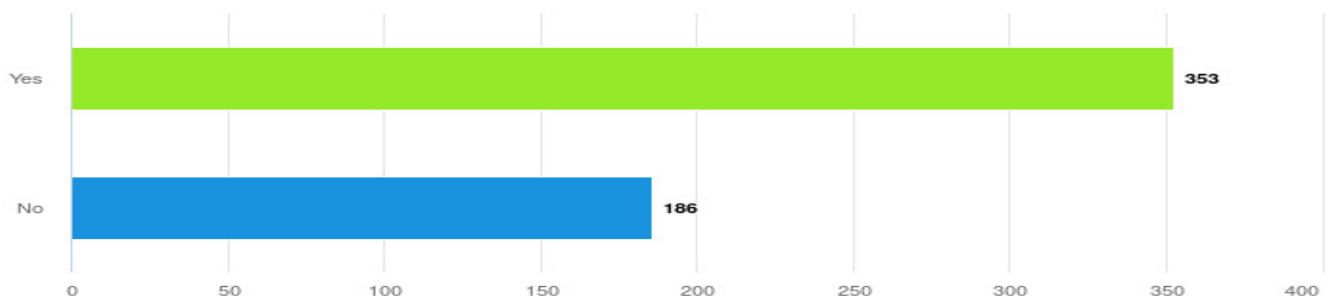
SSP liaisons reported engaging with parents **11,408** times from September 2020 through June 2021 through home visits, office visits (in person or virtual) and phone calls, letters, text or messaging services. Note that many of the students involved in the Alternative Education program are 18 or older and the parents are not involved.

Most commonly, SSP liaisons and parents collaborated to implement a plan to improve the student's behavior or academics. Through these plans, parents often employed strategies to help their child succeed, thereby increasing their involvement in their child's daily life both at home and at school. SSP liaisons often provided parents with information and education about their child's needs. Liaison reports indicate that parents sometimes are not sure how to get involved or what is needed to help their child. By offering this information, SSP helps to increase parental involvement.

Parent Participation in School Activities K-12 Results only

65% of parents participated in at **least 3 activities** at their child's school.

Parent Participated in 3+ Activities

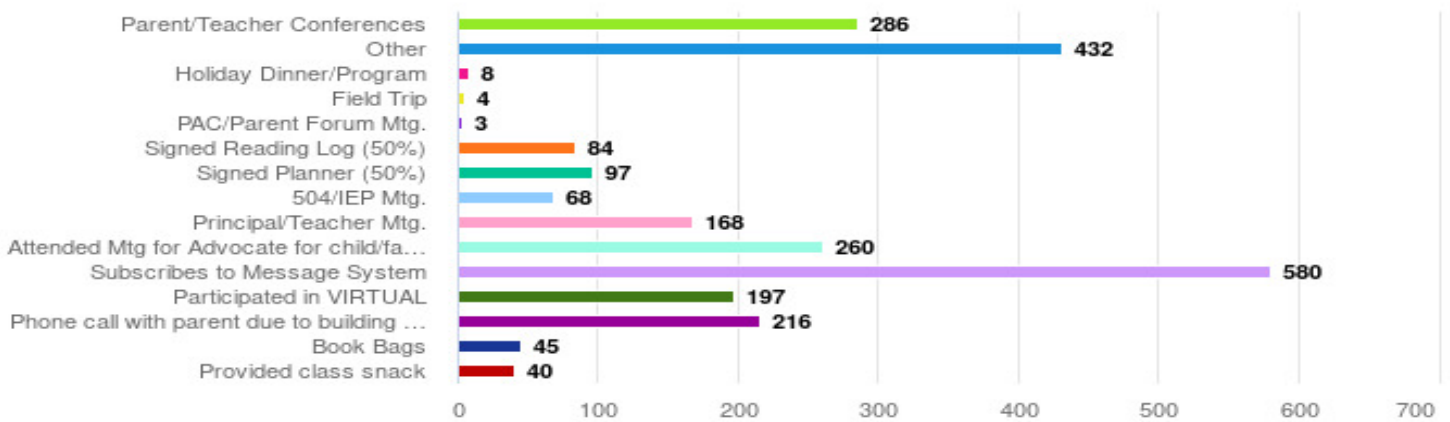


Parent Activities at School

Top 3 *besides other

- 1) Subscribed to school messaging system
- 2) Parent Teacher Conferences
- 3) Attending a meeting to advocate for child

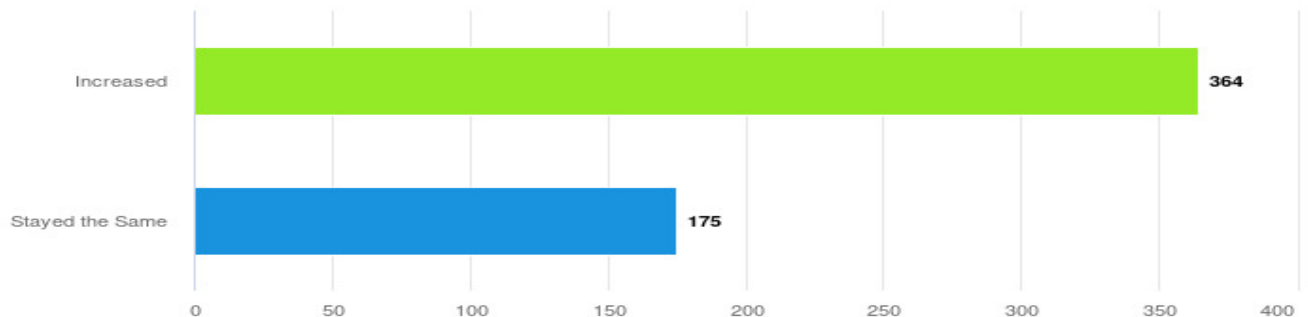
Parent Involvement: Check all that apply



Overall Parent Participation K-12 Results only

68% of parents **increased** their participation in their child's education

Parental Involvement



Contacts

556 students served FORMALLY

534 K-12 and 22 Alternative Education

1,706 students served INFORMALLY

556 Formal students

A formal student is referred to the program and has a parent –signed* and agreed upon action plan.

45,491

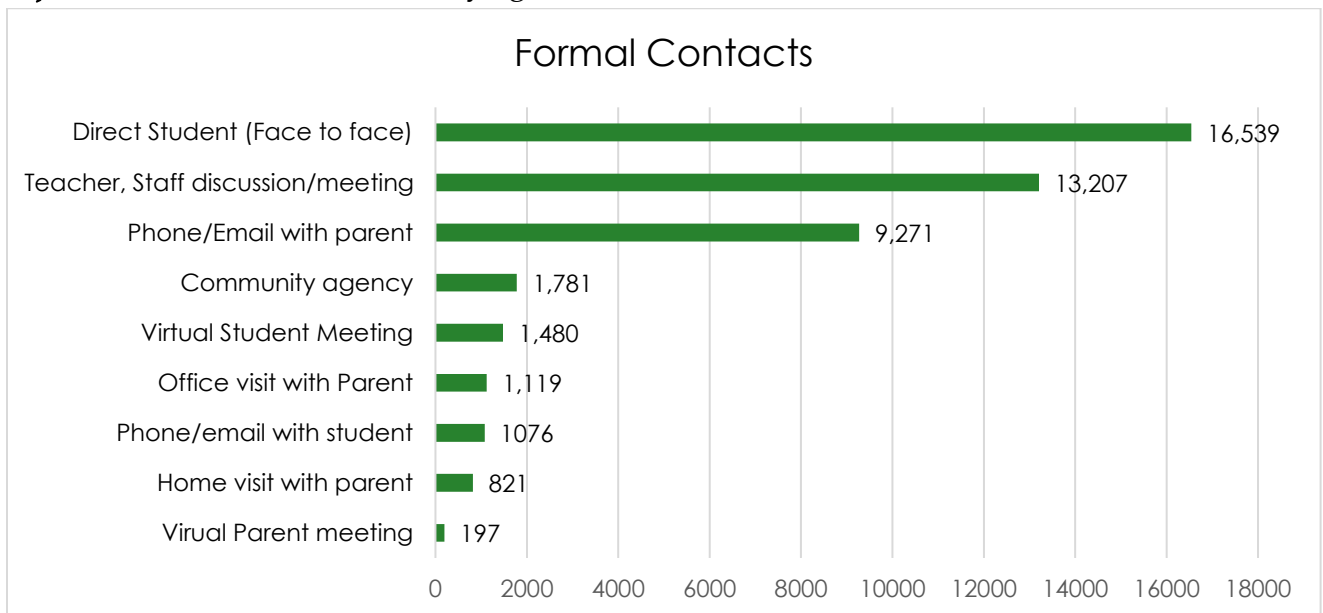
 Total contacts on behalf of the student

19,095 Student Contacts – these included meeting directly with the student, Virtual meetings and/or emailing/texting calling the student

11,408 Parent contacts that included office visits, virtual meetings, home visits, phone calls, emails/texts with the parent

13,207 Teacher, staff, administrator contacts

1,781 Contacts to community agencies



*If student is 18 or older, student signed agreement

1,706 Informal SSP cases

Informal cases include students without a signed action plan from parent(s) as informal cases may not need as much parental involvement as a formal case. An SSP liaison meets with the student at least twice a month, but consistently the liaison works with the informal student more than the required amount. Informal students benefit from the SSP outreach programs (holiday giving, weekly food banks) as well as groups led by the SSP liaison.

1,054 Students served through a holiday giving program

3,544 Students provided with food for the weekend through a weekly backpack program or to meet an immediate need

1,191 Students provided with school supplies

2,299 Students provided with non-food items (personal hygiene, cleaning products, etc.)

169 Students assisted with college readiness (applications, financial aid, etc.)

343 Groups led by SSP liaisons open to all students in the school

Groups implemented this year but not limited to:

Anti-bully presentations
Social skills
Girls group
Boys Group
Teen Cuisine
Life Skills
Hygiene Lessons
I-Care Cat
Friendship skills
Kindness and
Responsibility

Goal Setting
Breakfast group
Mind-Up
Homework Help
Behavior Expectations
Entering/Exiting the
building
Reputations group
How to listen group
Peer Mentoring
Peer to Peer

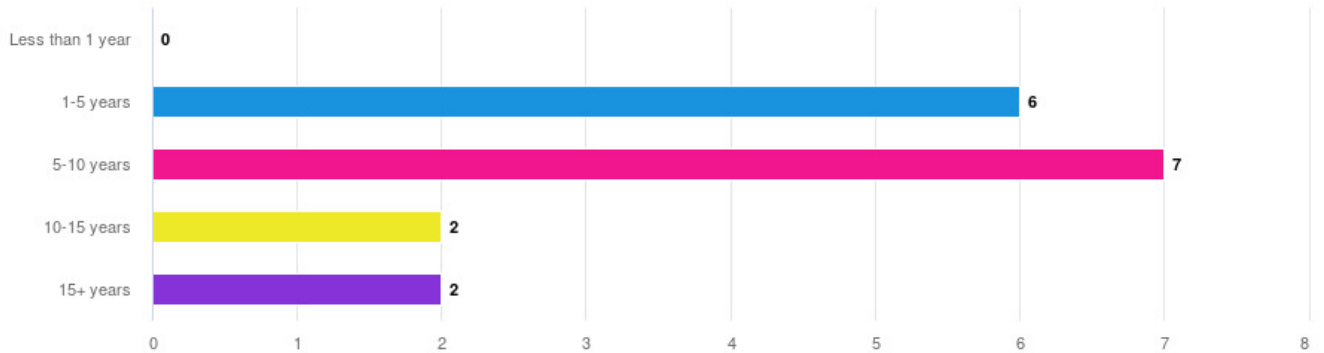
Study Skills
Mom Support Group
Anxiety/Depression
Peer Mediation
Vaping Education
Social Skills
Anger Management
Grief Support

Principal Superintendent Survey

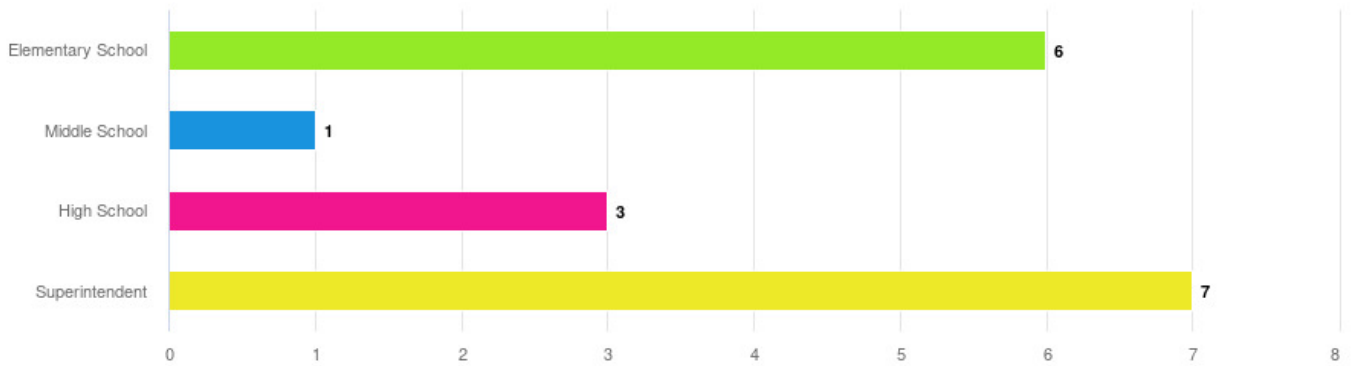
Results from seventeen principals and/or superintendents

(See appendix for copy of survey)

The School Success Program has been implemented in my building for:



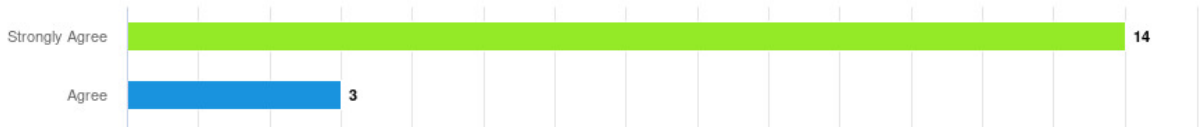
Administrative Duties



Implementation of the SSP Partnership Program

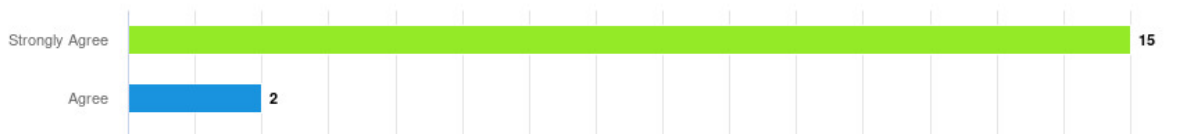
100% of superintendents/principals **strongly agree or agree** that they are satisfied with the implementation of SSP.

I am satisfied with the implementation of the School Success Program in my school.



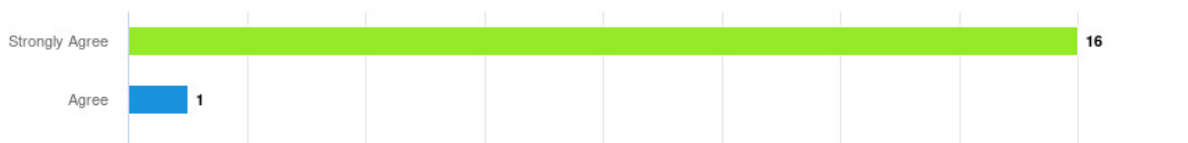
100% of superintendents/principals **strongly agree or agree** that SSP is meeting their expectations.

The School Success Program is meeting my expectations.



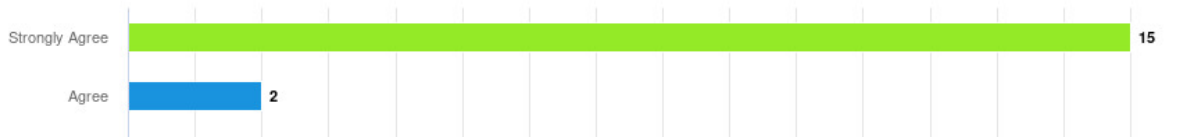
100% of superintendents/principals **strongly agree or agree** that SSP addresses attendance concerns at their school.

School Success addresses attendance-related concerns among students at my school.



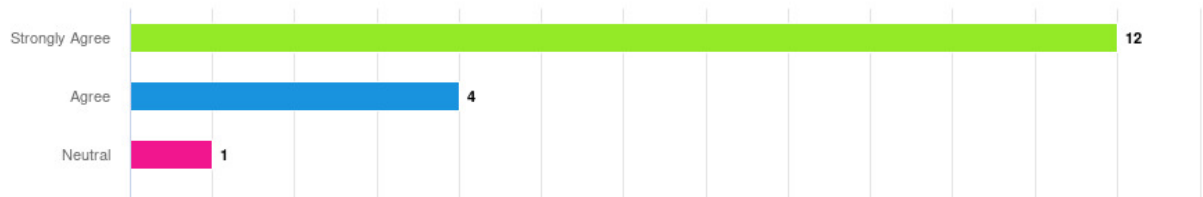
100% of superintendents/principals **strongly agree or agree** that SSP liaisons collaborates with teachers and staff.

The School Success Liaison collaborates with teachers and staff to address student needs.



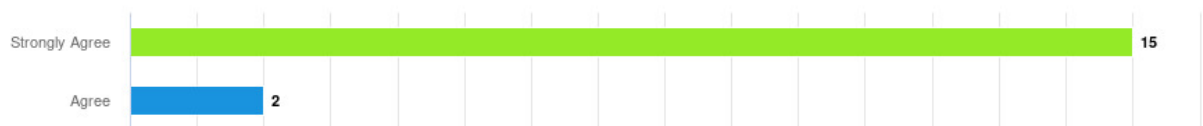
94% of superintendents/principals **strongly agree or agree** that SSP meets the academic needs of the students in their school.

School Success meets the academic needs of students at my school.



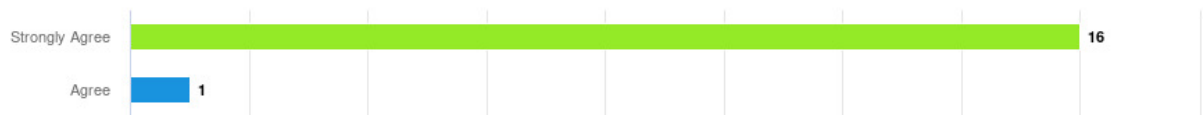
100% of superintendents/principals **strongly agree or agree** that SSP meets the behavioral needs of the student in the school

School Success meets the behavioral needs of students at my school.



100% of superintendents/principals **strongly agree or agree** that SSP provides effective support for students in times of crisis and makes the appropriate referrals

School Success provides effective support for students in times of crisis and makes the appropriate referrals



100% OF THE RESPONDENTS WOULD
RECOMMEND THE SCHOOL SUCCESS PARTNERSHIP
PROGRAM TO A COLLEAGUE AT ANOTHER SCHOOL

Written Principal Perceptions of the SSP Program

“Our School Success Liaison works seamlessly with our other support staff - counselor, Dean, etc. Her insight into students and their families is priceless. We rely on that insight on a daily basis. She sees all of our students as her students, even if they are not on her caseload, and supports all of us and is an integral member of the team.” – Middle School Principal

Results presented in this section of the report focus on three open-ended survey questions in order to provide SSP administrators and stakeholders with important insight to implementation facilitators and barriers. Principals were asked to identify what was working well with the SSP, as well as areas for improvement.

Program Strengths

Of the 17 surveys that were returned, the following were listed as program strengths:

- Communication with parents
- Building positive relationships with students and staff
- Handling crisis situations
- Providing intervention for struggling families

Areas for Program Improvement


Only 7 of the surveys had responses in this category. Three of those responses indicated that their school could use another school success liaison.

Other areas of improvement included:

- Increases communication with teachers/staff
- Work on rebuilding the home visit process, which was interrupted due to COVID

Parent Perception Survey

Results from parent surveys administered to 105 randomly selected families that were collected through a web-based data collection service called Knack. Parents responding to this survey represented children and families served in the 9 counties where SSP has been implemented. (See appendix for copy of survey)



“THE SUPPORT WAS AWESOME. THANK YOU, ESPECIALLY DURING THE SCHOOL SHUT-DOWN TIMES. [OUR SSP LIAISON] DELIVERED FOOD AND SCHOOL SUPPLIES TO OUR HOME. WE ARE VERY THANKFUL..”
PARENT

Parent Perceptions of the SSP Program

100% of parents **agreed** that SSP helped them in dealing with their child's difficulties

100% of parents **agreed** that child's likelihood for success in school has improved.

97% of parents **agreed** that they are more comfortable in interacting with the school staff.

99% of parents **agreed** their time with SSP was worthwhile.

99% of parents **participated more** in their child's education.

99% of parents **would recommend** SSP to others

A sampling of parent written responses:

The support from [our SSP liaison] was unbelievable. She stood by us while our son struggled. We could not have gotten where we are without our school success liaison.

They helped me find housing when I moved back in the area and told me about the food pantry.

Very thankful for [our SSP liaison] she helped me so much. She never judged me or made me feel bad and she got me hooked up directly with NEMCSA for housing help. Anything I asked her for she got me in contact with that day. Also made Christmas happen for my kids that would not have had anything without her help. [our SSP liaison] is a blessing and has been very easy to work with.

We couldn't have done it without our School Success help!

Thank you for offering this program to our small school, it is well needed.

I'd like to comment on how [our SSP liaison] is just amazing. She's gone out of her way plenty to help my family. My son loves the time he gets to spend with her. She actually really cares and it's awesome. We need more people like her in schools helping kids. My sons confidence has gone up extremely since she's been involved with him.

[Our SSP liaison] was amazing! I look forward to working with her in the future.

I went from not being able to afford gas and car insurance to now paying all my bills. I am stable and able to afford other luxuries and still have savings.

Our school success girl was very helpful and communicated with me and left lots of messages when I didn't answer her calls.

My worker stayed in contact with us and my son had less behavioral problems while working with School Success. She even kept seeing my son after he was discharged so he had something to work towards every day.

All schools should have a school success program. It can help so many kids and so many parents who are having tough times.

[Our SSP liaison] has been amazing. She has always been there for my kids. We would be lost without her

[Our SSP liaison] did a wonderful job helping our boy navigate school and his feelings. She was a blessing to his time at elementary school and will be missed.

I was thankful for the program with my grandchildren and helping me and my daughter transition them back to our home as we hadn't seen them in 3 years.

Wonderful program has helped my child in so many ways not just reading and math. She interacts better with adults and children her age.

My son would not have made it through this year without this program

Next Steps

The SSP Program anticipates all current programs in northeast Michigan to continue in the 2021-22 school year. All 2020-21 sites have signed contracts in place for the upcoming school year

Currently the SSP funding from the state of Michigan of \$525,000 has been placed in the 2021-22 in the budget and is waiting for final budget approval.

SSP administrators will continue to advocate for all current funding sources in addition to actively seeking additional funds to support the waiting list of schools.

Appendix

Includes:

Letter of Support from Dr. Sloane, Children's Trauma Assessment Center

Senator MacGregor Press Release and NEMCSA Director's Report

Sample Attendance letters

Sample Attendance Checklist

Sample Attendance Action Plan

Sample Principal Survey

Sample Parent Survey

2020-2021 Dashboard

Center for Behavioral Pediatrics

2615 Stadium Drive / Suite 103
Kalamazoo, MI 49008

Phone: (269) 373-1170
Fax: (269) 373-1154

Mark A. Sloane, DO, FACOP, FAAP.

22 May 2021

**RE: *School Success Partnership Program*
Dorothy Pintar, Program Director
Northeast Michigan Community Service Agency
2375 Gordon Rd
Alpena, MI 49707**

To Whom It May Concern:

I would like to take this opportunity to provide strong and unwavering support for the *School Success Partnership Program (SSPP)*, part of Northeast Michigan Community Service Agency headquartered in Alpena, MI.

I first learned about *SSPP* in October 2016 when Program Director Dorothy Pintar attended a professional development trauma training that I provided for an interdisciplinary professional audience in Alpena. This training was part of a federal grant-funded trauma-informed child welfare program directed by the Children's Trauma Assessment Center at Western Michigan University in Kalamazoo.

I subsequently was approached by Dorothy and was asked to participate in a formal professional development training project with all *SSPP* school liaisons. I have since provided monthly teleconference trauma training and consultation for *SSPP* staff as well as periodic in-person training and consultation.

I have personally observed the ongoing commitment and exceptional professionalism consistently exhibited by *SSPP* professionals as they assist hundreds of traumatized children in their respective schools. These dedicated *SSPP* professionals are truly front-line "in-the-trenches" individuals sitting with and supporting children and adolescents struggling with complex neurobehavioral issues from schools in multiple counties in Northern Michigan.

They have embraced and welcomed my trauma screening and assessment protocols and have been instrumental in providing teachers and parents with invaluable information about their student clients, so

that these complex children and adolescents are better understood by their teachers, other school staff, and their caregivers.

The *SSPP* professionals have also translated this newly-learned trauma information into action...viewing student problem behavior through a trauma-informed lens. This has directly led to these students feeling safer in their schools.

The *SSPP* workers have also connected with local primary healthcare providers as well as local behavioral health professionals and child welfare and court professionals serving these complex students. *SSPP* staff regularly share trauma screening, assessment, and intervention documents generated by our partnership. This shared collaboration has improved communication between all of these community partners, which has directly contributed to improved functioning of these complex students in multiple settings.

I also wish to comment about Dorothy Pintar, *SSPP* Program Director. Dorothy has dedicated most of her storied career to *SSPP* and literally IS the *SSPP*. For more than 25 years, she has established and maintained strong connections with numerous school and Intermediate School District administrators to convince them to join the *SSPP*. She has long operated on limited budgets and has shaped an impressive and invaluable service to nearly 40 schools in Northern Michigan. Because of Dorothy, there is typically a waiting list of schools wanting to be involved with *SSPP* but are having to wait due to budget limitations.

I train and consult with thousands of interdisciplinary professionals across Michigan. I find myself mentioning *SSPP* frequently and often ponder why this *SSPP* model is not more widely available across Michigan.

I have recently learned that *SSPP* state budget status was in peril. I strongly feel that if *SSPP* ceased to exist, an enormous void would result and thousands of students struggling with behavioral, social, and academic performance would not receive the help they deserve.

I appreciate this opportunity to detail my support for *SSPP*.

Respectfully,

A handwritten signature in black ink, appearing to read 'Mark A. Sloane', followed by a large, stylized flourish or scribble.

Mark A. Sloane, DO, FACOP, FAAP

Developmental / Behavioral Pediatrician

Adolescent Behavioral Medicine Specialist

Medical Director

WMU Children's Trauma Assessment Center (CTAC)

Clinical Assistant Professor of Pediatrics

Michigan State University – College of Osteopathic Medicine

Adjunct Clinical Assistant Professor of Pediatric & Adolescent Medicine

Western Michigan University Homer Stryker, MD School of Medicine

Adjunct Clinical Professor of Occupational Therapy

College of Health & Human Services

Western Michigan University

MAS/MAS

MacGregor applauds Michigan Community Action on its work, upcoming day at Capitol

April 26, 2019

LANSING, Mich. — Senate Majority Floor Leader Peter MacGregor on Friday applauded Michigan Community Action for its efforts to help the state’s underserved achieve economic stability and self-sufficiency.

“Throughout Michigan, community action agencies work every day to change the lives of our state’s underserved, helping them to break down barriers and achieve success,” said MacGregor, R-Rockford. “I am proud to support Michigan Community Action and its agencies across the state and am happy to partner with them as we all work to serve our fellow Michiganders in need.”

The organization recently announced MacGregor as its 2021 legislator of the year for his efforts to help fund the Northeast Michigan Community Service Agency’s School Success Partnership Program. The program helps school-aged children overcome conditions that foster truancy and dropping out of school.

“To be named legislator of the year by Michigan Community Action is an incredible honor,” MacGregor said. “It is a reminder of the importance of the work that we do here and the impact that it has on those for whom we serve.”

Michigan Community Action is an association of 28 federally designated agencies that help low-income residents throughout the state to become more.



DIRECTOR'S REPORT
Lisa Bolen, Executive Director
June 2019



Senator Peter MacGregor was selected as Michigan's Community Action's Legislator of the Year in recognition of his outstanding support of The Northeast Michigan School Success Partnership Program (SSPP) offered by Northeast Michigan Community Service Agency. The School Success Partnership Program helps students stay in school despite challenging barriers and other conditions that often lead to excessive truancy and low academics. Senator MacGregor's involvement with the SSPP began when he was a State Representative and Chair of the House Appropriations Subcommittee on the Department of Health and Human Services budget. He quickly grasped the importance of keeping students in school and the tremendous value that the SSPP brought to the Northeast Michigan educational community. Since 2014 to present, Senator MacGregor's leadership and support, while working closely with Program Director, Dorothy Pintar and Area Manager, Julie Meyers has led to increased funding for the SSPP which has enabled NEMCSA to expand the program to serve many more children and school districts. Program Administration applauds Senator MacGregor's advocacy of the SSPP as well as the dedicated School Success Team. Senator MacGregor sent out a press release after hearing of his selection as MCA Legislator of the Year and responded by saying "I believe every child deserve a quality education. That is why I support the School Success Partnership Program, because it works to break down barriers that too often prevent student achievement and provides them the opportunity to succeed."

First Attendance letter- sent after 8 absences

Your School Name/Address/phone

Name of Principal

Date
Parent/Guardian Name
Street Address
City, MI

Dear

This letter is to inform you that your child's attendance has reached a level of concern. We mail this letter when a student is absent more than eight days from school. Our records show that _____ has been absent _____ days and tardy _____ days since the start of school.

We do not expect you to send a sick child to school. However, we need to know if illness or truancy caused these absences. If these absences were due to illness, a doctor's written explanation or documentation is always helpful. It should be noted that not all absences explained by parents are excused.

You will receive a second letter, if your child reaches a yearly total of 12 absences. If the second letter and accompanying interventions do not correct the absenteeism, we will mail a third letter upon the 15th absence. At that time we will set up a meeting to discuss ways to help correct the problem.

Good attendance is the single most important factor in school success. The Compulsory School Attendance Law of the State of Michigan requires children ages 6 to 18 to attend school on a regular basis.

I would like to work with you to help improve your child's attendance. Please call so that we can discuss this matter. I may be contacted during school hours at _____.

Attached is a printout of your child's attendance record. I appreciate your help with this matter.

Sincerely,

School Success Liaison

cc: Principal, CA-60

Second Attendance letter- sent after 12 absences

Your School Name/Address/Phone

Name of Principal

Date
Parent Guardian Name
Address
City, MI

Dear,

This is the second notice regarding your child’s attendance. This letter is mailed when a student is absent more than twelve days from school. **has missed____ and has been tardy____ time since the beginning of the school year. Attached is a computer printout of these absences.**

The Compulsory Education Law of the State of Michigan requires children ages 6 to 16 to attend school on a regular basis. The law further requires school officials to report serious attendance problems to the Circuit Court - Family Division and/or District Court.

MCL 380.1561 Compulsory, continuous, consecutive attendance:

“Except as otherwise provided in this section, every parent, guardian, or other person in this state having control and charge of a child from the age of 6 to the child’s sixteenth birthday shall send that child to a public school during the entire school year. The child’s attendance shall be continuous and consecutive for the school year fixed by the school district in which the child is enrolled.

Please call me at_____ during regular school hours to discuss these absences. It is important that we work together to help improve your child’s attendance and therefore be successful in school. Hopefully we can resolve your student’s attendance problems and keep this situation from progressing to involvement with legal authorities.

Sincerely,

School Success Worker

cc: Principal, CA-60

Third Attendance letter- sent after 15 absences

Your School Name/address/phone

Date

_____Principal

Parent/Guardian Name
Street Address
City, MI

Dear Mr. and Mrs.,

It has been determined that your child, has a persistent attendance problem at _____ School. **As of today has been absent ___ days and tardy ___ times. An attendance record is attached.**

Michigan’s compulsory attendance law dictates that you, as a parent or guardian, are required to send your child to school on a regular basis.

MCL 380.1587 Failure to send child to school: notice to parents

“If a parent or other person in parental relation fails to send a child under his or her control to the public or other school listed under section 1561, the attendance officer, upon receiving notice from proper authority of that fact, shall give written notice in person or by registered mail to the parent or other person in parental relation requiring the child to appear at the public school or other school on the next day following the receipt of notice, and to continue in regular and consecutive attendance in school.”

MCL 380.1586 Nonattendance; investigation by attendance officer; notice to parent

“If a child is repeatedly absent from school without valid excuse, or is failing in schoolwork or gives evidence of behavior problems, and attempt to confer with the parent or other person in parental relationship to the child fail, the superintendent of schools may request the attendance officer to notify the parent or other person in parental relationship by registered mail to come to the school or to a place designated at a time specified to discuss the child’s irregularity in attendance, failing work, or behavior problems with the proper school authorities.”

MCL 380.1599 Compulsory attendance; violation by parents; penalty

“A parent or other person in parental relation who fails to comply with this part is guilty of a misdemeanor punishable by a fine of not less than \$5.00 nor more than \$50.00, or imprisonment for not less than 2 nor more than 90 days, or both.”

Please plan to meet with me, the Principal and the School Resource Officer on _____ at _____ am/pm at the school main office to discuss ways in which we can help your child attend school more regularly. We will also be determining whether or not this may be a truancy or educational neglect issue. If one of these is determined to be the cause of absence, a petition for truancy may be filed with the Local Family Division of the Circuit Court or a complaint may be lodged against you in District Court. **Failure to attend the meeting will cause an automatic referral to the proper authorities.** If you need to change the time of the meeting, please call me at _____ to set up a time mutually agreeable to all involved.

We wish to work with you in furthering your child’s educational opportunities. If we all work together, we can make a positive difference in your children’s future.

Sincerely,

School Success Worker

cc: Principal
CA-60
School Resource Officer

Attendance Case History

Attendance Case History Check List

Student	School	Grade
Parent	Address	
Phone	DOB	

Regular Ed. _____ Special Ed. _____ 504 _____

1. First Parent notification letter after 8 absences or late arrivals. Date Sent _____
(copy attached)
2. Second parent notification letter after 12 absences or late arrivals. Date Sent _____
(copy attached)
3. Third parent notification after 15 absences or late arrivals indicating required appointment time.
Date sent _____ by:
____ US Mail
____ Certified mail (receipt attached); Date return receipt received _____
____ Home visit
____ Phone call
____ Given to parent directly (initial copy)
4. Scheduled appointment on _____
____ Kept
____ Not kept
Action plan signed _____ not signed _____
Date _____ (copy attached)
5. Requested a Preliminary Inquiry. Date Inquiry held _____
6. Requested School Resource Officer to file police report and give to prosecutor.
7. Follow-up court appearance if required. Date _____

Attendance Action Plan

School Success Partnership

Attendance Action Plan	
Student's Name:	Date of Birth:
Date of Action Plan:	Success Worker:

- ___ Student will come to school daily and on time.
- ___ Parents will phone school to report an absence no later than 9:00 am on the day of school absence.
- ___ Parents will contact School Success Worker to provide explanation of absence, who will then determine if absence is excused or unexcused.
- ___ Parents will provide a written doctor's excuse with reason for absence in the event of student illness.
- ___ Parents will sign an APS medical release of information form to allow verification of absence for student illness.
- ___ Parents will provide transportation to school in the event of a missed bus.
- ___ I understand that failure to comply with the action plan and compulsory attendance laws (attached) will result in further legal action through Alpena County District and/or Family Court.
- ___ Other

_____ Student Signature (optional)	_____ Date	_____ Parent Signature	_____ Date
_____ Principal's Signature	_____ Date	_____ School Liaison Officer	_____ Date
_____ School Success Worker	_____ Date	_____ Other	_____ Date

Principal/Superintendent Survey

Administrative Duties

Elementary School Middle School High School Superintendent

I am satisfied with the implementation of the School Success Program in my school.

Strongly Agree Agree Neutral Disagree Strongly Disagree

The School Success Program is meeting my expectations.

Strongly Agree Agree Neutral Disagree Strongly Disagree

The School Success Liaison collaborates with teachers and staff to address student needs.

Strongly Agree Agree Neutral Disagree Strongly Disagree

School Success addresses attendance-related concerns among students at my school.

Strongly Agree Agree Neutral Disagree Strongly Disagree

School Success meets the academic needs of students at my school.

Strongly Agree Agree Neutral Disagree Strongly Disagree

How often do you meet with the School Success Liaison?

Never Less than once a month Once a month 2-3 times a month Once a week
 2-3 times a week Daily

Please tell us what you feel is working well.

Please tell us what areas you feel need improvement.

Would you recommend the School Success Program to a colleague at another school?*

Yes No

Why or Why Not?

Parent Survey

School Success Parent Survey 2020-2021

The School Success Program helped me in dealing with my child's difficulties.

Yes No Non-applicable

My child's likelihood for success in school has improved.

Yes No Non-applicable

I feel more comfortable talking and working with people at school.

Yes No Non-applicable

My involvement and time spent with the School Success Program was worthwhile.

Yes No Non-applicable

I participated more in my child's education.

Yes No Non-applicable

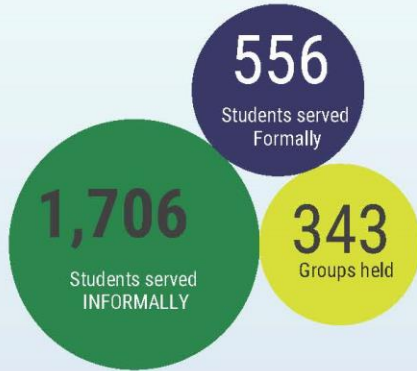
Would you recommend this program to family, friends or coworkers?

Yes No Maybe

What improvements could be made to School Success Program?

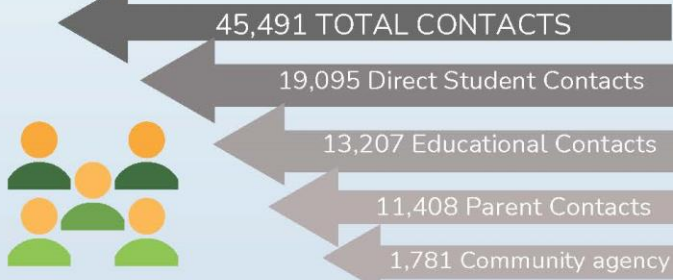
2020-2021 Dashboard

School Success Program Shines bright in 2020-2021

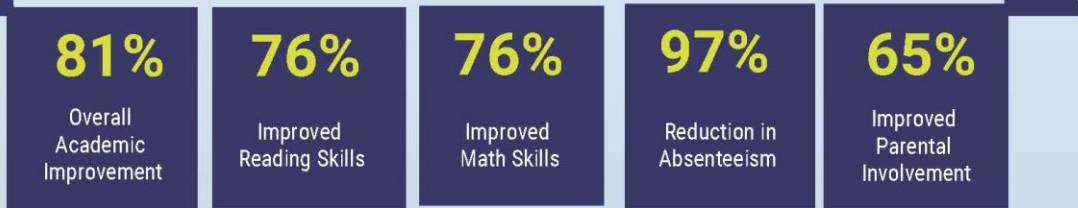


As part of the Northeast Michigan Community Service Agency Inc., the School Success Partnership Program serves school-aged children from Pre-Kindergarten through 12th grade, Alternative Education high school students and Adult Education students who are at-risk for academic failure. The School Success Program collaborates with family members, teachers and administrators to address student needs and barriers to academic success. School Success Programs are located in Alpena, Alcona, Cheboygan, Montmorency, Otsego, Presque Isle, Iosco, Ogemaw, and Roscommon counties.

96% Students Qualify for Free & Reduced Lunch



Performance Objective Results



4,157 Total Barriers Addressed

We do more than academics!



"The support from our SSP liaison was unbelievable. She stood by us while our son struggled. We couldn't have gotten where we are without our school success liaison. "

- School Success Parent

COVID 19 Response

- SSP LIAISONS:**
- Delivered Food
 - Delivered Laptops/hot spots
 - Made online lessons
 - Distributed cleaning supplies
 - Delivered personal hygiene items
 - Participated in virtual classrooms

